

Annual Report

2020

The background features a dark purple field. A large, diagonal, semi-transparent grey shape, resembling a stylized mountain or a series of overlapping planes, extends from the top right towards the bottom left. Below this grey shape is a solid, bright green triangular area that also points towards the bottom left, creating a layered, geometric effect.

Letter from the President

Dear CPTC Family and Friends,

The year 2020 was a year like no other. Amid the global COVID-19 pandemic, CPTC has continued to provide critical service to the South Sound Community, preparing graduates with knowledge, skills, and experience to meet current and emerging workforce needs. Our collective values have risen to the forefront this year as staff and faculty have effectively responded to challenges by innovating, collaborating, providing access, and removing barriers to student success.

This community report highlights the focus and impact of CPTC's work over the past year. I invite you to learn more about our College by reviewing this report and visiting our website at www.cptc.edu. We would love to talk with you about how we can support your personal and business goals through the responsive education and services we provide.

Sincerely,



Dr. Joyce Loveday
President



Contents

Strategic Plan	04
Workforce Preparation	05
Student Success	06
Institutional Sustainability	07
Equity	08
Foundation	09
CPTC by the Numbers	10



Workforce Preparation

Students will demonstrate the knowledge and skills necessary to access employment in their chosen industry.

- We will refine our method of tracking and measuring graduate employment. We will collaborate with industry partners to align each program with industry expectations.
- We will actively assess student learning at the course, program, and college level.

Student Success

Students will complete their program at equitable rates and on time.

- We will implement high-impact, high-touch retention measures.
- We will eliminate pre-college English and math sequences, and faculty will be trained in innovative practices.

- We will recruit diverse faculty and staff to strengthen our inclusive campus and focus on measuring and improving equity in student outcomes.

Institutional Sustainability

We will operate in a sustainable manner that enables us to prepare an educated workforce for the South Puget Sound.

- We will expand and diversify our revenue streams by implementing new programs and services in response to local needs.
- We will expand outreach efforts to diverse student populations, including international students, Running Start students, and recent high school graduates.
- We will seek national recognition for the excellent work our faculty and staff do in helping students achieve their goals.

Equity

We will cultivate an inclusive institutional culture and campus climate by valuing diversity and promoting equitable opportunities for all.

- We will address opportunity gaps through data analysis, programming and intentional interventions.
- We will provide support, training, professional development and resources for students, faculty and staff to achieve their full potential.
- We will develop and implement best practices to eliminate disparities and patterns of inequity.






As a technical college, CPTC is dedicated to providing students with the knowledge and experience necessary to obtain employment in their chosen field. In 2020, providing hands-on education became more complex than ever before, and the College's faculty rose to the challenge with creativity, innovation, and determination.

The College transitioned to all-remote learning in the weeks between Winter and Spring quarters, supported by a Teaching and Learning Coordinator who had been in place for less than two months. English faculty Kristin Copeland, appointed in January, moved quickly to form a group of a dozen faculty coaches who led trainings for instructional tools, recorded demonstrations, built a ticketing system, and reached out via phone and email to their cadre of assigned faculty to lend both a hand and an ear.

Meanwhile, faculty teaching workforce education rearranged their classes to accommodate the switch to online learning for Spring quarter. Students benefitted from faculty ingenuity, which ranged from to-go boxes of

materials for pastry and pharmacy technician students to pick up and work on from home to coaching histology students through converting their above-range fans into chemical venting hoods. Students appreciated the lengths to which faculty went to continue their training: "Histology instructor Bekki Haggerty fought to make sure we could get the training we needed to graduate on time. It says a lot about how much she cares for her students."

In Summer quarter, some workforce programs returned to campus to conduct safe, socially distanced learning in labs around campus. Each program submitted a safety plan to the College's COVID-19 coordinator, detailing how they would ensure student safety on campus. As in the spring, faculty worked to split sections to maintain distancing, adjust coursework to limit time spent on campus, and make up for practical experiences that had been delayed during spring quarter. With the pandemic stretching into 2021, CPTC faculty and staff continue to work tirelessly to prepare our students for the workforce.

Students will demonstrate the knowledge and skills necessary to access employment in their chosen industry.				
METRIC	BENCHMARK	CURRENT	ANNUAL TARGET	STATUS
Students demonstrating proficiency of program learning outcomes	79%	79%	85%	
Graduates placed in employment and/or further education	75%	77%	78%	
Students passing licensing exams	89%	89%	85% avg	

 GOAL MET  GOAL IN PROGRESS  ONGOING  GOAL NOT MET

- 1 Washington State Board for Community and Technical Colleges. "Credentials Awarded Dashboard." <https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard.aspx> (accessed October 30, 2019).
- 2 Platform, N. L., & Market, J. (2017). The positive implications of internships on early career outcomes. NACE Journal.
- 3 Washington Governor Jay Inslee. "Inslee announces \$5.8 million in grants for local communities to improve lives of families facing poverty". <https://www.governor.wa.gov/news-media/inslee-announces-58-million-grants-local-communities-improve-lives-families-facing> (accessed June 26, 2019).

Student Success

CPTC employs an equity-minded, high-touch, proactive approach to student outreach, retention, and completion. Our approach to student development is defined by active concern and regular engagement to support students in exploring programs and connecting to services that improve their skills and motivate them to persist toward their academic, career, and personal goals. Our intentional approach is characterized by deliberate and targeted interventions that have measurable outcomes to ensure student learning.

Retention and Completion




Several targeted interventions were implemented in 2020 to improve retention and completion. Specifically, staff and faculty reviewed disaggregated data that showed students of color and single parents were not progressing toward completion of certificates and degrees as compared to Caucasian students and dual parent families. Therefore, each Department within Student Success developed EDI initiatives to provide improved services for students who needed targeted support. These included:

Career interest tool - All entering students began taking a short career interest assessment that matches student interests/abilities to CPTC programs. The results of the assessment have benefited students by confirming program choice, and providing more detail about career pathways.

Accommodation support - All classrooms and labs now have sit/stand stations and specialized chairs for students who need accommodations to be successful in the classroom.

Fitness Center - CPTC opened a new Fitness Center for students and staff. Additional wellness activities were offered to students to provide holistic health interventions.

Online support - Many offices created various means of virtual support so that students had more access to staff and services. Forms were moved online for student to submit important information. How-to videos were created to help students register and enroll. Students are now able to access staff through zoom/teams lobbies and book their own appointments.

Students will complete their program at equitable rates and on time.				
METRIC	BENCHMARK	CURRENT	ANNUAL TARGET	STATUS
Students retained fall to fall	55%	58%	56%	
Students earning a credential in 150% time	44%	47%	48%	
Students completing college-level English and math in a year	19%	21%	24.4%	

 GOAL MET  GOAL IN PROGRESS  ONGOING  GOAL NOT MET

Math/English in the 1st Year

Through CPTC's Guided Pathways efforts, much work has been done to improve the number of students who are taking Math/English within the 1st year. Math and English faculty have increased the co-requisite model which allows students who need additional support in a college level class to take a support class that provides supplemental instruction. Early data suggests that students who take a support class alongside their college level Math and English are much more successful. This also saves students time and money by speeding up the pathway through Math/English and into programs.

CPTC is reimagining placement options for students. Rather than taking a standardized test to place students into Math/English, the college uses multiple measures to place students in the right courses. These include looking at high school transcripts and directed self placement models, which were piloted in 2020 and are showing early success.

By the Numbers

- Responded to early alerts for 244 students, and provided personal counseling to 168 students
- Provided childcare for 88 students
- Attended 180 outreach events and provided 168 tours
- Distributed over 3,600 pounds of food to students, and 1,409 bus passes

Institutional Sustainability

Closing and Reopening

CPTC pivoted from an entirely in-person learning modality to a fully remote one as the pandemic uprooted our normal lives and Governor Inslee's proclamations saw most businesses close. In March, the College's Incident Commander and Executive Director of Operations Lisa Beach activated the Emergency Team to plan for the transition for students and staff. Once higher education was declared an essential function and cleared to reopen safely, the same group faced the monumental task of putting together a safety plan, communicating with College community members, training faculty and staff, hiring building monitors, developing contact tracing processes, and writing, reviewing, and implementing more than 60 program-specific safety plans before Summer quarter began on July 1.

The College's Emergency Team worked diligently throughout 2020 to ensure Clover Park's ability to respond to student and staff needs as the coronavirus emerged through the spring. Maintaining continuity of services for

students using online methods such as Zoom and Microsoft Teams and maintaining rigor of instruction through remote, hybrid, and safe, limited in-person practice was the key to CPTC's ability to sustain the institution during a crisis of unprecedented proportion.

By the numbers:

- 65 gallons of hand sanitizer distributed.
- 44 building monitors hired.
- 60,000 check-ins.

Sustaining Students

As part of the federal [CARES Act](#) relief bill passed by Congress in March, the College received a distribution of \$3.2 million, split between institutional needs (\$1.6 million) and student emergency aid (\$1.6 million). The College received an additional distribution for being a Title III-eligible institution, and was a grateful recipient of \$750,000 from Pierce County's CARES Act pool. With this funding, and generous support from the CPTC Foundation and the Associated Student Government, the

College has remained responsive to the needs of the student population:

- One time distribution of \$300 to every Title IV-eligible enrolled student in Spring quarter.
- Payment of outstanding balances and tuition installment plans.
- Application-based process to cover student emergency needs.

The College has supported over 1,000 students with more than \$2 million in emergency funding to date.

Recruitment and Partnerships

In addition to sustaining institutional operations and currently enrolled students, the future of the College rests on its ability to reach out to prospective students and encourage them to pursue the technical education that will unlock high-wage, in-demand careers. Outreach staff held virtual and drive-through information sessions to provide students with more information about CPTC's programs and made virtual visits to high school classrooms. Faculty made plans to move

their information sessions online.

The College engaged in multiple partnerships with K-12 and other higher education partners to conduct joint outreach to prospective students in Pierce County. During the summer, CPTC participated in a broad partnership with Puget Sound Educational Service District to work with newly graduated students whose plans may have been disrupted by the pandemic.

Clover Park embarked on a joint marketing campaign with the other community and technical colleges in Pierce County to encourage prospective students considering a gap year or forgoing college entirely to "[Outsmart 2020](#)" by attending classes locally.

CPTC will operate in a sustainable manner that enables us to prepare an educated workforce for the South Puget Sound.				
METRIC	BENCHMARK	CURRENT	ANNUAL TARGET	STATUS
Total annualized student FTE (state-supported)	3,915	3,698	4,247	
Institutional revenue from the state	61%	79%	≤59%	
Employee turnover	8%	11%	7%	

GOAL MET GOAL IN PROGRESS ONGOING GOAL NOT MET

CPTC will remove barriers and eliminate disparities for its diverse students, employees, and community.				
METRIC	BENCHMARK	CURRENT	ANNUAL TARGET	STATUS
Students satisfied with campus climate	89%	93%	90%	●
Completion gap between white and African-American students	17%	14%	10%	○
Difference in employees and students of color	30.25% gap	29% gap	20%	○

● GOAL MET ○ GOAL IN PROGRESS ● ONGOING ● GOAL NOT MET

The Office for Equity, Diversity and Inclusion (O-EDI) has devoted its second year to embed equity as a core theme and a foundational pillar for the CPTC community.

The baseline [Campus Climate Assessment](#), completed spring of 2020, produced a demographic overview and an in-depth analysis of the beliefs and behaviors of faculty, staff, leadership, students, and community stakeholders. This assessment provided the opportunity to acknowledge our strengths and challenges, a critical step in integrating EDI initiatives across our entire institution. We used the data and recommendations from this report to develop our [EDI Strategic Priorities](#):

Inclusive Culture and Campus Climate - Cultivate and foster an inclusive environment, where all feel welcome, safe, and a sense of belonging.

Equity, Access and Engagement - Actively seek to dismantle systemic inequities and close the opportunity gap.

Faculty & Staff Diversity - Increase and retain a diverse workforce that reflects our College's student body and surrounding communities.

O-EDI partnered with the Puget Sound Educational

Service District (PSESD) to offer Coaching and Leading with Racial Equity, a multi-part training, themed around racial bias and socialization, white privilege and fragility and unpacking dominant institutional norms. The College's strategic priorities informed the development of an inclusive hiring practices training for all hiring managers and committees. O-EDI hosted and facilitated the first campus-wide Racial Equity forum and BIPOC student caucus.

Ethnic Student Engagement Committee (ESE) continues to lean-in to their mission of increasing retention and completion of Black men, students of color and special populations, through collaboration, outreach and support. Over 80 students participated in educational events during the academic year.

Diversity Committee provided multiple professional development opportunities and continues to lead in valuing, celebrating and respecting differences and commonalities of all people through art, education and empowerment.

In support from the Foundation for Tacoma Students (FFTS), O-EDI and representatives from Outreach, Marketing, Instruction & Workforce Prep, participated in the Community Learning Fund cohort; establishing relationships with over

27 High School counselors, providing an in-depth glimpse into CPTC's programs/pathways and positioning the college as a viable option for Tacoma Public School students.

College leaders, headed by Dr. Joyce Loveday, have committed themselves to leading with racial equity at CPTC, stating, "EDI training is essential and will be mandated for all CPTC employees as a collective educational foundation. Divisional participation in the advancement of EDI programming, interventions, and efforts will be supported and required. Administration and

college leadership are in full support of the EDI Strategic Priorities identified by the Office for Equity, Diversity, and Inclusion."

CPTC and the members of our College community stand firmly against all acts of violence, racism, and bigotry. It is our responsibility to model respect, equity, and inclusion, speaking out against inequities and injustices in our community and society. We are committed to advancing racial equity. Black Lives Matter.



The Clover Park Technical College Foundation was established in 1992 as a 501(c) (3) non-profit dedicated to supporting students.

In the fall of 2019, 28 of the 34 Washington State community and technical colleges participated in the #RealCollege Survey. CPTC's students reported stark challenges at numbers above state averages: 54% faced food insecurity, 70% reported housing insecurity, and 24% dealt with homelessness

These were our numbers before the COVID pandemic hit our nation. Because of our earlier research, we knew the needs of our students were only going to grow. Job losses and the shutdown tipped the balance for many more students.

In April 2020, the Foundation collaborated with our Associated Student Government to help students impacted by the pandemic. Together, we were able to support:

- 42 students with \$14,700 for internet access to be able to continue learning remotely.
- 105 students with \$41,703.61 in emergency expenses such as rent, utilities, food, and medical expenses due to COVID.
- 326 students with \$97,800 for those who were not eligible for federal CARES Act money (e.g., international students, basic skills students).

This emergency financial assistance allowed our students to remain focused and persistent in pursuing their education. The Foundation gave a total of \$175,389 to students through this program in 2019-2020.

Scholarships are an investment in the success of our community. With the cost of college attendance rising and pandemic-induced job losses surpassing the Great Recession, scholarships ease the financial burden of attending college. The Foundation awarded \$96,600 in scholarships for the 2019-2020 academic year, bringing the scholarship total since 2005 to over \$1,102,225 to 1,810 students.

The CPTC Foundation stands with our Black community and realizes it has a role to play in dismantling institutional racism and combating historical and present injustices impacting marginalized communities.

The Foundation took action on this dedication to include more scholarships for students who are BIPOC (Black, Indigenous, and People of Color). We collaborated with T'wina Nobles and the Tacoma Urban League to create and award two of our largest scholarships, which are for students of color. We also added a first-generation college student scholarship for Black/African American students in

any program. With funding from the Biella Foundation, we will offer five additional scholarships in the 2021-2022 academic year specifically to BIPOC students. Of the Foundation's scholarships, 51.52% were awarded to BIPOC and 61.36% of the recipients were first-generation students. BIPOC represented 53% of the students who received emergency assistance.

The Foundation supports instructional programs on campus with in-kind donations that offer training opportunities. In 2019-20 we have accepted \$67,427 of in-kind donations to support programs like our Dental, Mechatronics, Automotive and AMT programs.

Our students are here to make a difference in their lives and in turn, they make a difference in our community.

Donations to the Foundation help provide those students the resources they need to succeed.

The Foundation puts your donation to work, with 95 cents of every dollar raised directly supporting student success. For more information or to give to the CPTC Foundation, visit www.friendsofcloverpark.org.

2019-2020 AT A GLANCE

This past year, we've seen the importance of student success emphasized by the impact of donors just like you! With the support of 365 donors, more than \$349,000 has been given to support CPTC via scholarships, emergency assistance, equipment, and program support.



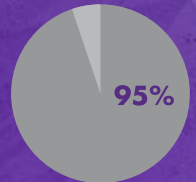
\$96,600 awarded in student scholarships for the 2019-2020 academic year.



\$175,389.89 given to students through emergency assistance programs for rent, utilities, medical, transportation, education and holiday assistance, for lifetime total of \$553,659.



\$67,427.68 provided in program support, including donations of in-kind equipment to CPTC.



The CPTC Foundation is putting your donation to work, with 95 cents of every dollar raised for scholarships, emergency assistance and program support directly supporting student success.

The average donation made by individuals in 2019-2020 was just \$793.04.

89% of CPTC Foundation scholarship recipients graduate. Donations to the CPTC Foundation make it possible for students to complete their program.

3,438
GIFTS

made it possible for CPTC Foundation to provide emergency assistance, scholarships, and vital support to CPTC and its students for the 2019-2020 academic year.

1,810
STUDENTS

have received scholarships totaling \$1,102,225 through June 30, 2020.

33
ENDOWMENTS

with a total of \$1,138,273 have been invested to provide sustainable support for scholarships, emergency assistance, and the emerging needs of CPTC.

51.52%

of the Foundation's scholarships were awarded to BIPOC and 53% of the students who received emergency assistance.

61.36%

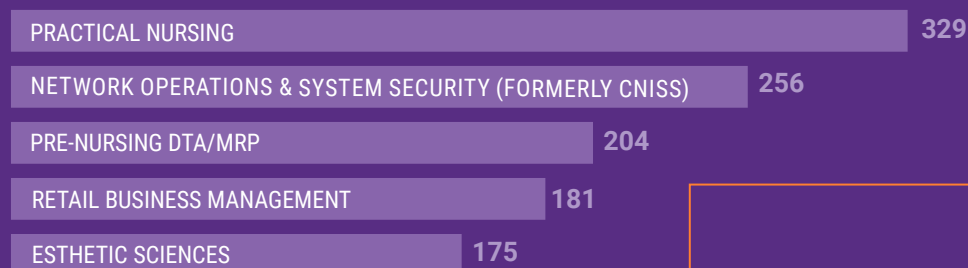
of our scholarship recipients were also first-generation students.

CPTC by the Numbers

ENROLLMENT

Headcount	Total FTE	State-funded Head Count	State-funded FTE
6,688	4,253	6,233	3,941

HIGHEST DECLARED PROGRAMS



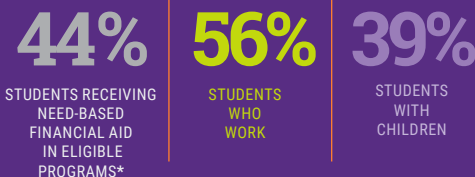
HEADCOUNT

Basic Skills	20%
Health and Human Development	21%
Science, Technology, Engineering, and Design	17%
Business and Personal Services	12%
Automotive and Trades	12%
Nursing	8%
Aerospace and Aviation	6%
Advanced Manufacturing	4%

FINANCES

Total Operating Budget	\$33,440,762
Resident Required Tuition and Fees for 15 credits	\$1,334.25

Federal Grants	\$6,652,577
State Grants	\$2,847,917
Workforce Development Grants	\$1,439,621
Direct Stafford Loans	\$4,798,591
Other Scholarships	\$83,294
Foundation Scholarships	\$112,100
Work Study	\$267,160



*Only students coded in a program eligible for need based-aid

COMPLETION AWARDS

(TOTAL DEGREES & CERTIFICATES: 2,012)

ASSOCIATE OF APPLIED TECHNOLOGY/
ASSOCIATE OF APPLIED SCIENCE-TRANSFER DEGREE

541 (26.9%)

CERTIFICATE > OR = 45 CREDITS

318 (15.8%)

CERTIFICATE < 45 CREDITS

1,126 (56%)

HIGH SCHOOL EQUIVALENCY

12 (.6%)

APPRENTICESHIP

11 (.5%)

BACCALAUREATE

4 (.2%)

SBCTC Data Warehouse Completion Tables award exit codes:

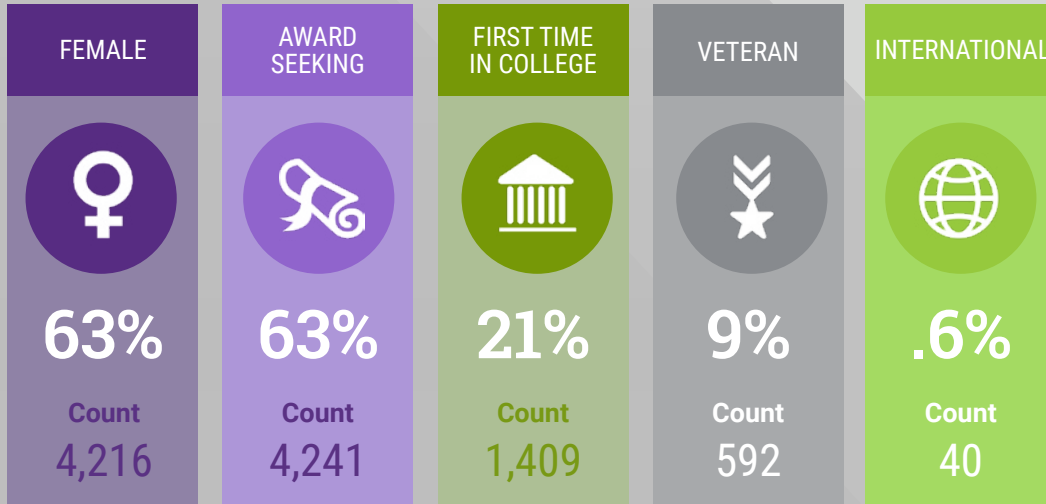
AAT/AAST (1, T)

Certs > or = 45 CR. (2,3)

Certs < 45 CR. (4,9)

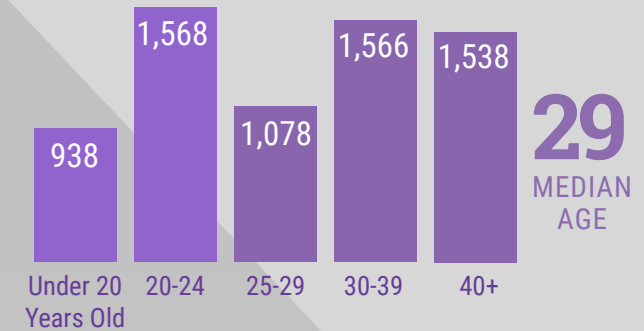
High School (6,7)

STUDENT CHARACTERISTICS



	COUNT	%
WHITE	3,084	46%
HISPANIC	856	13%
AFRICAN AMERICAN	808	12%
MULTI-RACIAL	631	9%
ASIAN	614	9%
NOT REPORTED	481	7%
NATIVE HAWAIIAN/PACIFIC ISLANDER	142	2%
AMERICAN INDIAN & ALASKA NATIVE	56	1%
OTHER	24	0%

*Race demographics do not add up to 100% since optional self-reporting allows for more than one selection.



FULL-TIME FACULTY: 46
PART-TIME FACULTY: 59
FULL-TIME STAFF: 51
PART-TIME STAFF: 3

FULL-TIME FACULTY: 50
PART-TIME FACULTY: 66
FULL-TIME STAFF: 120
PART-TIME STAFF: 7

*Data are self-reported and voluntary as of 8/23/18

TOTALS

FACULTY: 228 STAFF: 176 FEMALE: 58% FACULTY OF COLOR: 16% STAFF OF COLOR: 24%

MISCELLANEOUS

22:1
STUDENT-TO-FACULTY RATIO

13
AVERAGE CLASS SIZE

75%
EMPLOYMENT RATE, PROFESSIONAL TECHNICAL PROGRAMS
(graduates from 2018-19)



CONNECT
with an entry specialist



APPLY
for admission and financial aid



ASSESS
and review your placement



REGISTER
for classes, pay tuition, and buy books